



Manning Early Childhood Center

2759 Raccoon Road

Manning, South Carolina

Grades	PK-1 Primary School	
Enrollment	630 Students	
Principal	Betty G. Harrington	803-473-4744
Superintendent	John Tindal	803-435-4435
Board Chair	Robert Fleming	803-435-4435

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Excellent
2007	Excellent	Excellent
2006	Excellent	Good
2005	Excellent	Good
2004	Excellent	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	1	1	0	0

* Ratings are calculated with data available by September 30. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

Performance Rating Criteria

Prime instructional time	88.7%
Student-teacher ratio in core subjects	10.3 to 1
Teachers with advanced degrees	74.4%
Teachers returning from previous year	96.3%
Percent of parents attending conferences	100.0%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	5.3 days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
	Conducting a self-study
X	South Carolina Department of Education
X	Southern Association of Colleges and School
	American Montessori Society
X	National Association for the Education of Young Children

School Profile

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=630)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	10.3%	Up from 9.4%	5.7%	4.0%
Attendance rate	95.7%	Up from 95.2%	95.4%	95.6%
With disabilities other than speech	5.5%	Up from 2.1%	6.3%	4.0%
Older than usual for grade	0.4%	Up from 0.0%	0.2%	0.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	74.4%	Down from 76.9%	61.4%	56.8%
Continuing contract teachers	94.9%	No Change	81.8%	81.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	96.3%	Up from 96.0%	89.3%	88.6%
Teacher attendance rate	95.2%	Down from 96.1%	93.8%	94.9%
Average teacher salary	\$46,190	Up 3.9%	\$46,241	\$45,806
Professional development days/teacher	15.7 days	Down from 31.9 days	16.2 days	18.1 days
School				
Principal's years at school	1.0	Down from 7.0	6.0	4.0
Student-teacher ratio in core subjects	10.3 to 1	Down from 20.4 to 1	18.4 to 1	18.7 to 1
Prime instructional time	88.7%	Up from 88.0%	87.9%	88.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,976	Up 19.8%	\$6,651	\$6,510
Percent of expenditures for instruction*	75.9%	Up from 74.8%	71.5%	71.0%
Percent of expenditures for teacher salaries*	66.4%	Down from 69.1%	65.9%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

"Making Every Child Count" is the motto of Manning Early Childhood Center. MECC is an award winning school and has been recognized as a "Red Carpet" School and an Exemplary Writing School. MECC has received high ratings from the State Department of Education and the Pee Dee Center on quality environmental instruments; the school is accredited by the Southern Association of Colleges and Schools and the National Association for the Education of Young Children.

There are many factors that support the program and mission of MECC. All staff members are highly qualified with over 72% of the professional staff having an advanced degree. Nine teachers are National Board Certified. An Early Childhood class has been provided on campus for ten paraprofessionals. MECC will add a full time Guidance Counselor for the 08-09 school year.

MECC incorporates a variety of programs to support instruction and family involvement. There are five Child Development Pilot Project Pre-K classrooms that serve 100 students in an all day program. MECC supports the use of instructional technology and has a new state of the art 25 station computer lab with the Classworks program and a SMART Board. Ten classrooms have SMART Boards and all classrooms have multiple computers. MECC initiated a pilot project Literacy Lab in one classroom and will expand to four classrooms next year. An ESOL teacher and Resource teacher serves students in an Inclusion and pull-out model daily. A Reading Recovery teacher serves ten students per year and teaches daily literacy groups. MECC has an extensive Therapeutic Behavior Services Program that serves students with a variety of disabilities. MECC offers several literacy enrichment programs such as "Roaring Readers" for remediation and "Raise a Reader," a home reading program. The principal has a "Principal's Book Club" to provide enrichment for high achieving readers in first grade. Dance was added to enrich the physical education program.

A variety of parent and family activities also support the programs at MECC. Families participate in a Rotary sponsored "Literacy Night", a state funded Family Literacy program, First Steps Family Literacy, and a Family Resource Center. Additional programs and activities include; inviting families in for meals, PTO, Math Night, an annual school play, and Readinghouse Sweepstakes. This year MECC purchased an automatic calling system to inform parents of events and meetings. Parents also have access to the school and district website for information and a school newsletter is sent home monthly. MECC has many service learning projects such as: Relay for Life, Pennies for Patients, community food drives, and Character Education programs.

Areas of concern at MECC include student attendance, tardies and increased pupil-teacher ratios. The poverty level in Clarendon School District Two is also a factor that impedes student progress. MECC has a disproportionate number of special education students and below grade level readers. We are concerned that these issues may have an adverse effect on future report card ratings.

Arlene House, SIC Chairperson□Betty Harrington, Principal

Evaluations by Teachers

	Teachers
Number of surveys returned	40
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	97.5%

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School Adequate Yearly Progress

NO

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%	Yes

* Or greater than last year